



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1001 E. Knox Road, Tempe, AZ 85284

Tempe Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. James T. Denton
 Schedule : 07:15 AM to 03:45 PM
 Grades : 9-12
 Web Address : Webmaster.cds@tuhsd.k12.az.us
 Phone Number : (480) 752-8888
 Fax Number : (480) 820-3632
 E-mail : jdenton.cds@tuhsd.k12.az.us

Mission

The Corona del Sol community is committed to educational excellence and to the development of honorable, contributing members of society.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Each student will demonstrate improvement in analyzing written material after interventions have been implemented across the curriculum.
- ü Each student will demonstrate improvement in problem solving after interventions have been implemented across the curriculum.
- ü Each student will demonstrate ownership of their actions and recognize how their actions affect all areas of their life, including their peers, Corona del Sol, and the greater community.

Enrollment

October 1, 2005 School Year Student Enrollment : 2803
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- Ü Comprehensive High School Curriculum
- Ü Advanced Placement
- Ü Honors Program
- Ü Gifted Education
- Ü Special Education Program
- Ü Vocational Education Programs
- Ü School-to Work
- Ü ESL

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 46 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a safe environment and a positive academic climate; maintain extracurricular activities and athletics; foster parent communication; report grades, attendance and concerns; manage records and distribute relevant information.

Parents

Provide for physical and emotional needs; support student attendance, behavioral codes, academic and extracurricular efforts; offer guidance in the areas of homework, credits and registration; support student/staff/school efforts and expectations.

Transportation Policy

Transportation to and from school, or to and from school activities, will be in district-owned and operated vehicles or in approved common carriers. Transportation will be provided to students who live beyond a two-mile radius of the school in their attendance zone.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Seventy-Seven Advanced Placement Scholars	2005
Ü National Merit Scholars (16)	2006
Ü Western Region Finalist Siemens Westinghouse Award (2)	2006
Ü Dupont National Scholar Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	715	3398	71130	99	99	95	727	719	701	7	11	23	6	10	13	56	54	51	31	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	358	1684	35465	99	99	96	729	720	702	5	11	21	6	10	13	59	55	53	30	24	13
Male	357	1714	35648	99	100	94	725	719	701	10	12	24	6	10	12	53	52	50	32	26	14
African American	28	314	3868	97	99	95	703	690	686	14	22	33	7	21	17	75	52	45	4	5	6
Hispanic	75	721	25103	100	99	95	702	698	685	21	22	34	11	15	16	51	53	45	17	10	5
Asian/Pacific Islander	56	212	1805	100	100	98	762	750	731	5	6	9	2	6	7	25	35	50	68	53	34
American Indian/Alaskan Native	11	121	4241	100	97	90	698	687	679	9	31	39	36	18	19	45	47	39	9	3	3
White	545	2030	36075	99	100	95	729	730	715	5	6	12	5	6	9	59	57	58	30	32	21
Students with Disabilities	57	316	5862	97	97	71	669	665	658	53	53	63	12	21	15	33	24	20	2	2	2
Students without Disabilities	658	3082	65268	99	100	98	732	724	705	3	7	19	6	9	12	58	57	54	33	27	15
Limited English Proficient Students	NC	86	4859	NC	98	93	NC	673	662	NC	50	64	NC	16	15	NC	31	20	NC	2	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	NC	22957	--	NC	93	--	NC	685	--	NC	34	--	NC	17	--	NC	44	--	NC	5
Non-Economically Disadvantaged	715	3397	48173	99	99	96	727	719	709	7	11	17	6	10	11	56	54	55	31	25	18

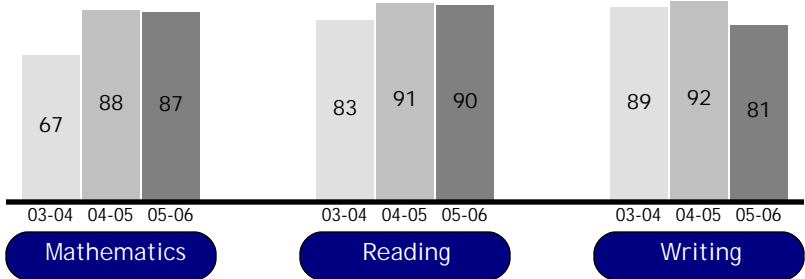
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	714	3427	73018	99	99	97	731	722	703	1	3	6	9	14	23	74	68	64	16	15	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	360	1698	36181	99	99	97	735	726	708	0	2	4	8	13	21	73	68	65	19	17	9
Male	354	1729	36816	98	100	96	727	718	699	2	4	7	10	15	24	74	68	62	13	13	7
African American	29	314	3976	100	99	96	709	695	689	NA	4	8	17	27	29	76	64	59	7	4	3
Hispanic	73	727	25801	96	98	96	710	695	683	5	7	10	23	27	34	63	62	53	8	4	3
Asian/Pacific Islander	55	212	1812	98	99	98	755	739	722	NA	1	3	5	11	15	56	60	66	38	28	16
American Indian/Alaskan Native	11	125	4389	100	98	93	697	685	675	NA	4	9	27	38	42	64	57	47	9	2	1
White	546	2049	37024	99	100	97	734	736	721	1	1	2	7	6	12	77	73	73	16	20	13
Students with Disabilities	54	319	7170	92	98	85	667	663	654	9	16	23	52	48	47	37	35	29	2	1	1
Students without Disabilities	660	3108	65848	99	100	98	736	727	708	0	1	4	5	11	20	77	72	67	17	16	9
Limited English Proficient Students	NC	90	5099	NC	99	95	NC	646	641	NC	23	29	NC	62	59	NC	14	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	NC	23912	--	NC	94	--	NC	681	--	NC	10	--	NC	36	--	NC	52	--	NC	2
Non-Economically Disadvantaged	714	3426	49106	99	99	98	731	722	714	1	3	4	9	14	16	74	68	69	16	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	712	3419	72810	98	99	96	705	696	685	2	3	6	17	25	30	71	62	58	10	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	359	1699	36111	99	99	97	716	707	695	0	2	4	10	19	23	75	66	65	14	13	8
Male	353	1720	36678	98	99	95	694	685	674	3	5	9	24	32	36	66	58	52	6	5	3
African American	29	312	3962	100	98	96	695	680	675	NA	4	8	24	38	33	69	55	55	7	3	3
Hispanic	73	726	25735	96	98	96	690	673	669	1	7	10	32	41	41	63	49	48	4	2	2
Asian/Pacific Islander	54	210	1809	96	98	97	731	718	704	2	4	4	11	16	19	54	53	65	33	27	13
American Indian/Alaskan Native	11	125	4370	100	98	92	679	673	670	9	5	9	45	49	39	45	46	50	NA	NA	2
White	545	2046	36915	99	100	97	706	706	697	2	2	3	15	17	21	74	70	67	9	11	8
Students with Disabilities	54	319	7071	92	98	84	647	642	634	15	18	24	67	60	53	19	21	21	NA	1	1
Students without Disabilities	658	3100	65739	99	99	98	710	701	689	1	2	4	13	22	27	75	66	62	11	10	6
Limited English Proficient Students	NC	90	5046	NC	99	94	NC	625	621	NC	32	31	NC	59	56	NC	9	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	NC	23814	--	NC	94	--	NC	667	--	NC	10	--	NC	41	--	NC	47	--	NC	2
Non-Economically Disadvantaged	712	3418	48996	98	99	97	705	696	693	2	3	4	17	25	24	71	62	64	10	9	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	61	NA	42	98	68	62	51	99	70	65	52
	Language	97	59	51	42	98	66	59	50	99	68	63	50
	Mathematics	97	84	75	63	98	67	60	50	99	70	63	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Curriculum/Instructional Issues
- Ü Boundary Issues
- Ü School Community Relations
- Ü School Improvement and Data Collection
- Ü Tax Credit Revenues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	121.30
Other Professional Staff	15.50	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	6	0	0
4 to 6 years	14	8	0	0
7 to 9 years	5	6	0	0
10 or more years	18	61	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	483
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (18)/Library
- Ü Auditorium and Performing Arts Center
- Ü Gyms (2)/Dance Rooms (2)/Fitness Center
- Ü Child Care Lab and Green House

Extracurricular Activities

- Ü Performing Arts (Drama and Dance)
- Ü National Honor Society
- Ü Band, Choir and Orchestra
- Ü Vocational Education/Academic Clubs
- Ü Interscholastic Sports
- Ü Pom and Cheer
- Ü Student Government Organizations
- Ü Various Special Interest Clubs

Social Services

- Ü Academic Guidance/Counseling Services
- Ü Officer Liaison
- Ü Part-Time Social Worker
- Ü Drop Out Prevention
- Ü Support Groups/Crisis Intervention
- Ü Prenatal/Parenting Assistance
- Ü Health Services
- Ü Preschool Laboratory

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The School Improvement Team implemented math and reading interventions during the 2005-06 school year.

- ü The School Improvement Team facilitated implementation and documentation of the school-adopted honor code. In addition, a code of honor incentive program was developed.

- ü The School Improvement Committee gathered data/documentation reflecting implementation of school/academic goals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	99	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Learning time is uninterrupted. The campus is a closed campus. An officer liaison is on staff. Security personnel cover gates, parking and the interior of the campus. A 24-hour surveillance system is in place. Emergency procedures have been established and are practiced. Dress code, drug, alcohol, smoking, harassment and discrimination policies are followed.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. James T. Denton	(480) 752-8861
Transportation Policy	Mr. Rudy Hernandez	(480) 345-3781
Community Resources	Mrs. Lydia L. Denne	(480) 752-8763
School Nutrition Programs	Mr. Rick Griffith	(480) 345-3724
Parent Organization	Mrs. Beth Swift	(480) 752-8768
Student Health/Nurse	Mrs. Pat Shriner	(480) 752-8785

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 100 Copies = \$29.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.